**(Your agency here) Locavore Program**

**How to use this document (for workshop attendees)**

This document is a generic template for an organization to develop a locavore hunting or angling program and attract and persuade people in the locavores to participate in training and become hunters and/or angers. This plan will walk you through the process of planning your locavore outreach program and direct you to the resources available to implement it.

By adding the results of your exercises during the workshop to this document, it will become a custom plan for your state or any other audience you might serve. Instructions on what material to include and where to paste it are all in red.

Before you get too far developing this plan, consider some of the topics we discussed in the final Next Steps lesson of the guided workshop.

*Who do you know in each of your target cities?*   
(Paste the 1st Ground Work Exercise here from the Next Steps Lesson.)

|  |  |  |  |
| --- | --- | --- | --- |
| **City** | **Contact** | **Organization** | **How might they help?** |
| Target City 1 |  |  |  |
| Target City 1 |  |  |  |
| Target City 2 |  |  |  |
| Target City 2 |  |  |  |
| Target City 3 |  |  |  |
| Target City 3 |  |  |  |

As you are developing this plan if you have questions about these markets or are looking for potential partners, contact these individuals and see if they can help you out.

*Who in your organization might be a champion for your locavore fishing or hunting program?*

(Paste the 2nd Ground Work Exercise here from the Next Steps Lesson.)

|  |  |
| --- | --- |
| *Potential Locavore Hunting Program Champions* | *Potential Locvore Fishing Program Champions* |
| * *One* * *Two* * *Three* | * *One* * *Two* * *Three* |

Reach out to your potential champions right away. Share what you’ve learned and what you have want to do and hope to achieve. Hopefully, they’ll be as excited as you are and help you with the development of this plan and presenting it for approval.

Once you have a champion (or even if you don’t), complete this plan using the instructions in red and set a date to present it to whomever will need to approve such an effort.

(Delete the “how to use this document” section before you share your customized plan with others.)

**Be sure to review the entire plan after you have inserted all the lessons indicated in red to be sure the plan flows properly, uses the proper terminology, and makes sense for your organization.**

**Background**

For decades, hunting license sales have declined nationally. One bright spot bucking the trend for the last decade or so is people becoming interested in hunting and fishing as a way to obtain healthy, wholesome, organic protein from the wild. The “locavore movement” encourages people to obtain local, organic, and sustainable food sources. By natural extension, has broadened beyond gardening, and now covers foraging, hunting, and fishing.

Several states have tried and are trying to recruit and educate this food-motivated audience to become hunters and anglers. Regardless of their level of success, all of these states would agree on one thing. Teaching these newcomers to hunt and fish is nothing like running youth through hunter education classes so they can make opening day with their family and friends. It’s a whole new world.

Our typical program participants tend to skew male, older, and towards people who have a strong background in outdoor activities throughout their life. In the spirit of encouraging more diverse audiences to participate in hunting and fishing activities, we need to shift our focus away from these individuals and toward new beginner audiences.

These new novice students likely are:

* Young adults in their twenties or thirties (millennials);
* Female;
* Professionals who are very aware of the professionalism of others;
* College educated with good jobs:
* Urban with limited access and exposure to hunting or fishing:
* Have some outdoor experience with camping, backpacking, hiking, canoeing or kayaking;
* Tech savvy - they have never known life without a smartphone and the Internet;
* Food-motivated - having grown up on the Cooking Channel;
* Concerned about the environment; and
* Generally, not part of the hunting, fishing or firearms cultures that natural resource agencies have extensive experience working with.

In short, while tree stand safety, how to bait a hook and how to skin a deer are exactly the same skills we have taught for decades, we have to treat this new crop of novice, adult anglers and hunters differently.

**Developing a Locavore Program**

**Objectives**

(Copy your SMART objectives (just the objectives, not the SMART table) from Lesson 3 – Planning here.)

**Inventory of Existing Resources**

The skills of hunting and fishing are no different for locavores (or any other type of new adult hunter) than anyone else. It’s the approach both from a marketing and a teaching perspective that needs to be slightly modified. We don’t need to develop a locavore-oriented program from scratch, instead we can take an existing program(s) and modify it to make it more locavore friendly.

**Classes**

This is a list of the existing classes we recommend be considered for refinement into locavore programs:

Replace this list with the classes you circled in the inventory exercise from Lesson 3 – Planning.

* One
* Two
* Three

**Teachers**

We feel these classes would best be taught by:

Replace this list with the classes you circled in the inventory exercise from Lesson 3 – Planning.

* One
* Two
* Three

**Target Species**

We feel the locavore hunting classes should focus on:

Replace this list with the classes you circled in the inventory exercise from Lesson 3 – Planning.

* One
* Two
* Three

We feel the locavore fishing classes should focus on:

Replace this list with the classes you circled in the inventory exercise from Lesson 3 – Planning.

* One
* Two
* Three

**Curriculum**

The curriculum is, of course, the most important part of any educational program. As an organization we have several excellent hunting and fishing training programs to draw from. These programs offer an excellent for our locavore program and will only require a few simple changes to address the needs of this new audience.

Here is an outline of our current (insert program name here) curriculum.

* The underlined topics will be revised to make them more locavore/new adult hunter friendly.
* Crossed out topics can be eliminated

1 - Paste the outline of an existing class here

2 - Use the process you used in the exercise from the Locvore Friendly lesson to modify this curriculum.

* + Underline topics that will need to be made more locavore friendly
  + Strike through topics that can be eliminated

3 – Make a list of the sections of the curriculum you feel need to be modified and what those modifications might be

4 – Repeat this process for any class you are recommending in this plan.

**Social Support**

As part of the Outdoor Recreation Adoption Model, which is shown below, we need to provide social support for our new hunters and anglers though this program. Individuals who grow up in hunting and fishing families get that social support from their friends and family. Because many new adult hunters do not grow up in hunting or fishing families, we will need to provide that social support as an organization.

**Diagram

Description automatically generated**

There are two ways we can give our locavore program graduates social support. The first, and preferable, way is to encourage them to develop supportive relationships with other students in the program. What better way to graduate a learn-to-hunt or learn-to-fish program than with the knowledge you need to hunt and fish and a set of new friends who might go with you?

If we want our locavore students to build connections, we will have to give them opportunities to work together both in class and in the field.

The following list details the current and potential opportunities our agency has for providing social support to our program participants.

*Here are a few opportunities in the current curriculum for students to work together, build connections, and offer each other social support:*

Replace this list items you listed in the exercise during the social support lesson.

* One
* Two
* Three

Several of our R3 educators are already offering social support of some kind after their students complete the program. We should involve them as soon as possible in the development of our locavore program so that they can share their success stories and perhaps become involved in this new effort.

Educators we should touch base with include:

Replace this list items you listed in the exercise during the social support lesson.

* One
* Two
* Three

*Retailers, clubs, and other organizations could be valuable in our effort to support program graduates. They could offer everything from “gearing up” discounts to fresh grads to including program graduates in special sales and/or educational events.*

*Some retailers, clubs, and other organizations we might want to involve include:*

Replace this list items you listed in the exercise during the social support lesson.

* One
* Two
* Three

*We all receive email newsletters from within our agency or from clubs, retailers, or other organizations. Forwarding those newsletters to program graduates is a way to keep the topic of hunt/fishing in front of them but to share valuable information with them. Plus, every forwarded email is a reminder of our agency and their experience in class.*

Here’s a list of a few of the newsletters we could forward to program graduates:

Replace this list items you listed in the exercise during the social support lesson.

* One
* Two
* Three

In addition to the ideas discussed above, we already stay in touch with program graduates and license holders in a variety of ways:

Replace this list items you listed in the exercise during the social support lesson.

* One
* Two
* Three

**Marketing a Locavore Program**

**Target Audiences**

The target audience for this campaign is Locavores. As mentioned above, locavores are food-motivated individuals who try to only eat food that is grown, raised, or produced locally, usually within 100 miles of their home.

The following personas embody the kind of people we should target our marketing efforts to. They are our “optimal customers,” not our “average customers.” By targeting in this way, we can encourage this new demographic to participate rather than the average hunters and anglers that already participate.

*Persona 1:* (Paste the Exercise from Lesson 2 – Locavores here)

*Persona 2:* (Paste the Exercise from Lesson 2 – Locavores here)

*Persona 3:* (Paste the Exercise from Lesson 2 – Locavores here)

The following chart contains data for the top 3 cities in our state where the locavore populations are highest, ranked from best to worst in terms of desirability. These are the areas where we should focus our efforts when marketing our hunting and fishing programs to local food-oriented individuals.

(Paste the Exercise from Lesson 4 – What cities? In place of this chart.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **City** | **Zip** | **Hiking** | | **Camping** | | **Nat/Org Food** | | **Fishing** | | **Hunting** | |
| **Count** | **Index** | **Count** | **Index** | **Count** | **Index** | **Count** | **Index** | **Count** | **Index** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

(Add a paragraph here outlining the reasons these three cities are ideal and why you ranked them as you did. The information need for this paragraph can be found in the Exercise from Lesson 4 – What cities?)

**Events**

As a first step in recruiting program participants, we propose using a series of events with local partners. The goal of these events is to spark an interest in hunting or fishing by food-oriented individuals and get them over some of the biggest hurdles to participate in these activities (i.e. no knowledge of gear requirements, unfamiliarity of the meat and how to prepare it, etc.). The secondary goal of these events is to generate a list of contact information of interested individuals to recruit for hunting or fishing classes later.

For these events to be as effective as possible, we recommend they be done in concert with a partner. Two types of partners are ideal for this effort.

**Skill/Knowledge Partners** – Knowledge or skill partners are companies, clubs or individuals who bring a skill or knowledge to the table that enhances the event. For example, a chef that might cook for a game tasting or a fishing guide who might talk about local fly-fishing opportunities. In these partnerships both we and the partner add credibility to the event and are likely to benefit from exposure to one another’s’ mailing lists.

**Social Partners** – Social partners are organizations that bring large groups of people together on a regular basis and are simply looking for new meeting themes/ideas to keep their members excited and attending meetings. Social partners bring one thing to the table, their members. We offer an evening of entertainment and information; they offer us access to their email lists and their members who attend. Social partnerships expand the reach of your program and get your message in front of a broader range of people than your agency website, newsletters, and social media accounts.

The following lists contain five 5 potential Skill/Knowledge and social partners for each of our three target cities. Two event ideas are listed under each potential partner. None of these partners have been contacted yet, this list is meant to lay the groundwork and illustrate the type of partners we might work with:

(Copy the last exercise from the events lesson into the next three pages.)

**Target City 1:**

Skill/Knowledge Partner 1:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 2:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 3:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 4:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 5:

* + Event 1:
  + Event 2:

Social Partner 1:

* + Event 1:
  + Event 2:

Social Partner 2:

* + Event 1:
  + Event 2:

Social Partner 3:

* + Event 1:
  + Event 2:

Social Partner 4:

* + Event 1:
  + Event 2:

Social Partner 5:

* + Event 1:
  + Event 2:

**Target City 2:**

Skill/Knowledge Partner 1:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 2:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 3:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 4:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 5:

* + Event 1:
  + Event 2:

Social Partner 1:

* + Event 1:
  + Event 2:

Social Partner 2:

* + Event 1:
  + Event 2:

Social Partner 3:

* + Event 1:
  + Event 2:

Social Partner 4:

* + Event 1:
  + Event 2:

Social Partner 5:

* + Event 1:
  + Event 2:

**Target City 3:**

Skill/Knowledge Partner 1:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 2:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 3:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 4:

* + Event 1:
  + Event 2:

Skill/Knowledge Partner 5:

* + Event 1:
  + Event 2:

Social Partner 1:

* + Event 1:
  + Event 2:

Social Partner 2:

* + Event 1:
  + Event 2:

Social Partner 3:

* + Event 1:
  + Event 2:

Social Partner 4:

* + Event 1:
  + Event 2:

Social Partner 5:

* + Event 1:
  + Event 2:

**Media**

For the purposes of this marketing effort, media is defined as anywhere we can use to get our messages in front of our audience. This can include websites, physical locations, print media, or others.

The following list details the 3 main media outlets we will use in each of our target cities.

(Copy the last exercise from the media lesson into the next three pages. You’ll need to add a little support as to why you chose the media outlets you did.)

**Target City 1**

Media Area 1:

Who to reach:

Reasoning:

Media Area 2:

Who to reach:

Reasoning:

Media Area 3:

Who to reach:

Reasoning:

**Target City 2**

Media Area 1:

Who to reach:

Reasoning:

Media Area 2:

Who to reach:

Reasoning:

Media Area 3:

Who to reach:

Reasoning:

**Target City 3**

Media Area 1:

Who to reach:

Reasoning:

Media Area 2:

Who to reach:

Reasoning:

Media Area 3:

Who to reach:

Reasoning:

**Messaging**

The right media choices will get us in front of locavores, but we’ll never catch any participants without proper messaging. Good messaging focuses on how the features of our program benefit the participants. Here are a few examples:

(Copy the feature/benefit exercise from the messaging lesson below)

Feature 1:

Benefit:

Feature 2:

Benefit:

Feature 3:

Benefit:

Feature 4:

Benefit:

Feature 5:

Benefit:

**Messaging Chain**

Moving a person all the way from being exposed to an ad for an event to becoming a hunter or angler is a multi-step process. Each of these steps provides us with an opportunity to communicate with the participants and a chance to ask them to take the next step. The outline below illustrates our messaging chain for that entire process:

(Copy the messaging chain exercise from the messaging lesson below)

Step 1:

Information Needed:

Call-to-action:

Step 2:

Information Needed:

Call-to-action:

Step 3:

Information Needed:

Call-to-action:

Step 4:

Information Needed:

Call-to-action:

Step 5:

Information Needed:

Call-to-action:

**Metrics and Evaluation**

We’ll need metrics to determine if our program is meeting its objectives. Here are metrics for each of the objectives outlined in the beginning of this plan.

(Copy the metrics exercise from the evaluation lesson below)

Objective 1:

Metric(s):

Objective 2:

Metric(s):

Objective 3:

Metric(s):

**Pre-Program Assessment**

In order to establish a baseline that we can measure against when evaluating students’ progress, we will conduct a Pre-Program Assessment. Then, we can refine our curriculum to match our students and what they need from our program.

The pre-program survey is included in Appendix A.

(Paste the survey you revised as part of the Evaluation exercise into the section for Appendix A.)

**Post-Training Evaluation**

Once the students have been through the training course, we will implement a Post-Training Evaluation in order to measure changes in the students’ knowledge and skills as well as gather feedback on the class itself or the instructors.

The post-program survey is included in Appendix B.

(Paste the survey you revised as part of the Evaluation exercise into the section for Appendix B.)

**Post-Season Evaluation**

To further measure success of our program, we will conduct a Post-Season Evaluation of our program participants. This assessment will help us determine if students purchased a license, fished, or hunted during the season, their ability or success as a hunter or angler, and their participation in outside support activities or classes.

The post season survey is included in Appendix C.

(Paste the survey you revised as part of the Evaluation exercise into the section for Appendix C.)

**Appendix A - Pre-Program Assessment Survey**

(Post the survey you revised as part of the Evaluation exercise here.)

**Appendix B - Post-Training Evaluation Survey**

(Post the survey you revised as part of the Evaluation exercise here.)

**Appendix C - Post-Season Evaluation Survey**

(Post the survey you revised as part of the Evaluation exercise here.)